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ARTICLE 6: EDUCATION, TRAINING AND PUBLIC AWARENESS

PROPOSALS AND OPTIONS ON HOW TO INTEGRATE ARTICLE 6 INTO THE WORK PROGRAMME OF THE SUBSIDIARY BODY FOR SCIENTIFIC AND TECHNOLOGICAL ADVICE

Note by the secretariat

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GE.01-64473

I. INTRODUCTION

1. The Subsidiary Body for Scientific and Technological Advice (SBSTA) at its eighth session invited Parties to submit to the secretariat, by December 1998, their views on possible means of promoting the implementation of Article 6 of the Convention for compilation into a miscellaneous document. Three submissions were received from Austria on behalf of the European Community and its member States, Switzerland and Uzbekistan (FCCC/SBSTA/1999/MISC.1). At the same session, the SBSTA invited the secretariat to put forward proposals on how to integrate Article 6 into the work programme of the SBSTA, taking into account the submissions from Parties, for consideration at its tenth session. The SBSTA requested the secretariat to explore the development of more rigorous reporting guidelines on Article 6 for national communications (FCCC/SBSTA/1998/6, para. 37 (g)). The secretariat was also requested "to explore the possibility of establishing a United Nations Climate Change Day to promote awareness of climate change issues at the national and international levels" (FCCC/SBSTA/1998/6, para. 37 (h)).

2. At its tenth session, the Chairman of the SBSTA expressed regret that the small number of submissions received from Parties had prevented the secretariat from putting forward proposals on how to integrate Article 6 into the work programme of the SBSTA (FCCC/SBSTA/1999/6, para. 60). The SBSTA invited Parties to submit further proposals to the secretariat by October 1999 to serve as a basis for a more substantive discussion at the twelfth session of the SBSTA (FCCC/SBSTA/1999/6, para. 61). Two additional submissions, from Kenya and the United States, were received by October 1999 (FCCC/SBSTA/2000/MISC.3).

3. The SBSTA, at its twelfth session, noted that although activities relating to Article 6 are widely recognized as being of importance in implementing the Convention, the issue has so far received little attention from the SBSTA. It also noted that work at the national and international levels has already been undertaken by Parties, intergovernmental organizations (IGOs) and non-governmental organizations (NGOs), and that the lessons learned, as well as information products developed, should be compiled and shared, and priority areas identified (FCCC/SBSTA/2000/5, para. 64 (b)). At the same meeting, the SBSTA took note of a verbal report from the secretariat on proposals to advance the implementation of Article 6 of the Convention. The SBSTA requested the secretariat to put Article 6 on the agenda of its fourteenth session and, where appropriate, subsequent sessions (FCCC/SBSTA/2000/5, para. 64 (c)).

II. SYNTHESIS OF EXPERIENCES

A. Submissions from the Parties

4. The submission from Austria on behalf of the European Community and its member States, *inter alia*, called for more specific reporting guidelines with a view to increasing the comparability of information. The need for public awareness was stressed to ensure that the public is fully aware of the threat of climate change. The key role that education systems can play in developing an informed public was noted. The important role that NGOs could play in the wider dissemination of information on climate change was emphasized as complementary to government campaigns on the issue. Austria recommended that the secretariat draw attention to

good practices as reported in the national communications. It proposed that the secretariat review what other United Nations organizations are undertaking relating to Article 6, and if there were important gaps or new areas to be addressed that these be communicated to the SBSTA. Concerning a United Nations "Climate Change Day", Austria urged caution. It suggested reviewing how far related days, such as "World Ozone Day", and "World Environment Day", are helpful and, in that context, considering their use "as a platform for activities regarding climate change" (FCCC/SBSTA/1999/MISC.1).

5. Uzbekistan proposed the creation of national committees, under the aegis of the United Nations Environment Programme (UNEP), to enhance the implementation of Article 6. The task of these committees would be to facilitate the dissemination of available information on climate change to local populations in their local languages. The committee could review and revise training materials for schools. A role was assigned to NGOs to partake in the activities of the committees. The submission noted the need for regular international workshops on education issues, for the training of national specialists and for the exchange of best experience in the field. Uzbekistan noted the need for the secretariat's assistance in finding financial resources and in establishing national institutional structures. It also called on it to work with UNEP for the establishment of national committees to deal with, among other things, the task of dissemination of information on climate change issues. On a "Climate Change Day", Uzbekistan supported a "Day of Issues on Climate Change" to focus public attention on the issues of implementation of the UNFCCC and the Kyoto Protocol. Additionally, such a day could draw attention to environmental policies (FCCC/SBSTA/1999/MISC.1).

6. Switzerland emphasized the need for more readily available, comprehensible information and documentation, including easy-to-understand and translated versions of materials such as the assessment reports of the Intergovernmental Panel on Climate Change (IPCC) and information from the Convention. It suggested a need for the Conference of the Parties to designate a resource centre with the task of collecting and making available copyright-free materials (FCCC/SBSTA/1999/MISC.1).

7. Kenya noted the need to disseminate to the general public existing information on climate change from the IPCC and the UNFCCC. It suggested that such information be repackaged for popular use. It urged that climate change be incorporated into school curricula and noted that countries might be assisted in this regard. Concerning national focal points, the submission highlighted the need for training to enable them to develop, share, adapt and disseminate climate change materials promoting adaptation and mitigation measures, as well as training in establishing national outreach programmes (FCCC/SBSTA/2000/MISC.3).

8. The United States described its approach in development assistance whereby education, training and outreach activities are integrated into long-term capacity-building efforts in response to needs expressed by developing countries. The United States' development assistance focuses on a range of climate-related activities that simultaneously build on the skills of in-country professionals. The United States advocated the use of the Internet for sharing information and educational materials, noting that this medium could be very useful for reaching the widest possible audience. It deemed as essential the need to engage NGOs in education and public

awareness efforts to inform broad populations on the importance of action at both the international and the national levels (FCCC/SBSTA/2000/MISC.3).

B. Side events

9. The side events which took place during SBSTA 12 in Bonn, Germany, SBSTA 13 in Lyon, France, and COP 6 in The Hague, the Netherlands, sought: to inform Parties on the status of implementation of Article 6; to encourage Parties, IGOs and NGOs to share their experience, and stimulate a discussion on the prioritization of issues. The side events drew upon national, regional and international experiences as a means to allow for a deeper understanding of needs, past, present and future activities, lessons learned and best practices.

10. The first side event, which took place during SBSTA 12, highlighted experiences from Parties, United Nations organizations and one NGO. Kenya, the Netherlands and the United States presented information on their national experiences, while UNEP/IUC (Information Unit for Conventions), the United Nations Institute for Research and Training (UNITAR) and the World Conservation Union (IUCN) provided information on their approaches, activities and products. The experience of the Netherlands showed the value of communications planning as a tool in policy development. Parties suggested that integrating communications with policy development ensured an increase in public awareness and also encouraged positive changes in behaviour at the individual level. It was noted that effective communications planning increased ownership and acceptance of policies adopted by the government. Among the lessons learned by Kenya was the need for tools for improving information dissemination. It was noted that a lack of tools hindered the government's efforts to comply with its commitments. Kenya pointed out that adequate and efficient tools, such as the availability of Internet access and resource centres, could improve the ability of the government to implement effective public awareness activities. The United States presented its "Climate Change Outreach Kit", developed for use by state and local governments. The kit, available on CD ROM and from the Internet (http://www.epa.gov/globalwarming/publications), provided target-specific public awareness material that had been developed on the basis of the results of surveys done to identify levels of awareness of target audiences. UNEP spoke of its experience in the preparation of information materials in cooperation with the IPCC and the UNFCCC secretariats as well as other organizations. UNITAR drew the conclusion in its CC:Train presentation that countries receiving the training were able to submit more national communications than those that did not. IUCN noted its networking experience among biodiversity-related institutions and organizations and how they were able to introduce these networks to climate change issues. Discussions by the participants following the presentations indicated a need by Parties to share information products between Annex I and Non-Annex I Parties, via the Internet, and to adapt them to the local context.

11. The SBSTA 13 side event included five presentations. France sponsored a presentation by postgraduate students from the Institut Universitaire Technologique of Saint-Etienne entitled "Youth Perspectives on Climate Change". Honduras gave a presentation on its experiences of public participation at the national level which included the preparation of a climate change book for use by pupils in elementary and secondary schools. The latter experience reinforced the idea of introducing climate change issues at the local level, be it through the education system or

through the media. El Salvador highlighted how it could benefit from other countries' experiences. These presenters also made the case for making available, in a range of languages, existing public awareness products. The experience from Asia featured the public awareness work of the Tata Energy Research Institute (India). The Fondation du Devenir shared its experience of working in Africa and Europe to increase public participation and awareness.

12. The COP 6 side event included the participation of the President of the sixth session of the Conference of the Parties and the UNFCCC Executive Secretary, and was followed by three presentations. The first highlighted the best practices of the Netherlands based on 10 years of awareness-raising activities at the national level. It showed how communications planning led to a wide range of products in many media, which effectively increased public awareness. The second emphasized regional networking and information exchange among small island States through the Small Island Developing States Network (SIDSNet). This innovative network provided an example of how decision makers from small island communities throughout the world can use the Internet effectively to increase communications while keeping costs low. The third presentation was the launch of *Vital Climate Graphics*, an information package developed by UNEP in consultation with IPCC, UNFCCC and other organizations. This collection of copyright-free graphics, suit for schools and public awareness activities, focuses on environmental and socio-economic impacts of climate change and responds to able the needs already expressed by many Parties in their submissions for interesting, easy-to-understand materials. Each of the presentations provided best practice in the field of communications planning and implementation, use of the Internet to enhance networking, and the production of basic information products.

C. Complementary information

13. Pursuant to decision 8/CP.5, the Consultative Group of Experts (CGE) was mandated to hold three regional workshops annually in Asia, Africa and Latin America and the Caribbean (LAC), with the aim of improving national communications from non-Annex I Parties. These meetings are intended to facilitate the exchange of experience and information on the preparation of national communications as well as to identify gaps in financial resources and technical support, and to identify barriers to this support. The discussions of the CGE included information relating to education, training and public awareness, and for this reason is included here.

14. The LAC meeting recommended that plans be prepared in the areas of public awareness, education and training (FCCC/SBI/2000/INF.4, para. 78). The meeting urged that support be strengthened to LAC countries in the preparation of national action plans in education, to encourage the introduction of climate change topics into the formal and informal education systems. It also called for the provision of equipment, technical support and training, and information systems, to national institutions and urged support for public awareness efforts outside the framework of the enabling activities. The inclusion of information on the activities programmed or implemented on public awareness in national communications for LAC was encouraged (FCCC/SBI/2000/INF.4, paras. 101 to 104). In order to build national support for vulnerability assessment and the implementation of adaptation strategies on a continuous basis, the CGE noted the importance of focusing national strategies in vulnerability and adaptation on

key sectors, and of encouraging the participation of main stakeholders in civil society (FCCC/SBI/2000/INF.4, para. 78). The need was identified, to provide and share information on the identification of regional training needs and the creation of a network of regional climate change centres, based on existing institutions, subregional organizations and national expertise (FCCC/SBI/2000/INF.4, paras. 105-107).

15. The African regional meeting noted the lack or inadequacy of national programmes in education, training and public awareness relating to climate change, either broad (the public) or targeted (academia, research institutions, policy makers, the media, industrial practitioners, formal/informal education, NGOs, community-based organizations) (FCCC/SBI/2000/INF.9, para. 54). Further, in almost all of the countries of the region participating in the workshop, there is a lack of facilities for regional information exchange and the development of expertise (FCCC/SBI/2000/INF.9, para. 55). Vis-à-vis vulnerability and adaptation assessments, the need to encourage the participation of main stakeholders in the formation of adaptation strategies was noted. It was recommended that information on adaptation planning and implementation should be integrated with public awareness, education and training and should be reported within the national communications (FCCC/SBI/2000/INF.9, para. 84).

16. The participants at the regional meeting in Asia noted that the low level of public awareness of climate change issues in some countries hinders the full participation and support of the public in formulation and implementation to meet the Parties' obligations under the Convention including reporting requirements concerning national communications (FCCC/SBI/2000/INF.10, para. 68). Regarding the UNFCCC guidelines contained in the Annex to decision 10/CP.2 (FCCC/CP/1996/15/Add.1), it was stated that the guidance given in the guidelines with regard to the information provided on the elaboration of national programmes relating to public awareness is inadequate and needs to be clarified (FCCC/SBI/2000/INF.10, para. 70). The report of the workshop also stated that there is a lack of institutional and technical capacity to assess public awareness needs relating to the causes and impacts of climate change and for the development and implementation of relevant public awareness programmes and activities. The lack of hardware and software and expertise to establish and maintain networking facilities for the exchange of information was noted (FCCC/SBI/2000/INF.10, para. 79). The report went on to recommend support to the least developed countries (LDCs) in Asia to assist them to create, to develop and to maintain national web sites, which could save expense in capacity-building and the sharing of information, and to suggest that such assistance may be provided by multilateral or bilateral cooperation (FCCC/SBI/2000/INF.10, para. 79).

17. In keeping with decision 8/CP.5, an interregional workshop of the CGE was held in Panama City, Panama, in March 2001 as a follow-up to the three CGE regional workshops. The participants noted the issue of public awareness, education and training as a "cross-cutting issue" relating to the preparation of national communications, to financial and technological needs and constraints, and to the improvement of the UNFCCC reporting guidelines (FCCC/SBI/2001/INF.1, paras. 89-111, 144 and 163 respectively). Among the range of recommendations, the UNFCCC secretariat was encouraged to develop, maintain and periodically update a clearing house mechanism on education, training and public awareness materials. Parties were encouraged to provide materials to the clearing house in the languages of

the United Nations, as well as in others, in order for such materials to be widely useful (FCCC/SBI/2001/INF.1, para. 108).

III. DISCUSSION

18. The information provided in section II, Summary of activities, identifies a range of needs relating to the implementation of Article 6. For ease of reference, these needs have been classified into 12 broad categories and are listed below. More information on these needs is provided in the table and its explanatory annex in FCCC/SBSTA/2001/6/Add.1.

Category 1: information sharing (cited by 70 per cent of the sources);

Category 2: public awareness of climate change (60 per cent);

Category 3: public participation (60 per cent);

Category 4: development of web sites (45 per cent);

Category 5: integration of climate change issues into the education curricula (45 per cent);

Category 6: provision of information products (40 per cent);

Category 7: development of communication plans (40 per cent);

Category 8: public access to climate change information (40 per cent);

Category 9: training (40 per cent);

Category 10: documents in local languages (30 per cent);

Category 11: funding (20 per cent);

Category 12: data harmonization (15 per cent).

19. Needs similar to those expressed above are noted in decision -/CP.6, Capacity-building in developing countries (non-Annex I Parties), wherein "education, training and public awareness" is included within the needs and areas for capacity-building listed in the Annex to the decision (FCCC/CP/2001/5/Add.1, Part Three, I, annex, para. 15 (n)). The need to "promote participation of, and dialogue between, a wide range of actors and constituencies" is noted among the guiding principles and approaches, within decision -/CP.6, Capacity-building in countries with economies in transition" (FCCC/CP/2001/5/Add.1, Part Three, annex, para. 11).

20. Concerning guidance to the Global Environment Facility (GEF) relating to Article 6, Parties might wish to take note of the launching of the GEF's Country Dialogue Workshops which seek, among other goals, to promote awareness raising. In addition, decision 2/CP.4, para. 1 (c) gives guidance on national activities relating to Article 4. Decision -/CP.6, Additional guidance to an operating entity of the financial mechanisms, requests that the GEF provide financial resources to developing country Parties, in particular the least developed and small island developing States, for a range of activities including "undertaking more in-depth public

awareness and education activities, and community involvement and participation in climate change issues" (FCCC/CP/2001/5/Add.1, Part Three, V, para. 1 (h)).

21. As described in section II. B, Side events, there are, in addition to expressions of needs, several examples of information products which may respond in whole or in part to the needs expressed. These include *Understanding Climate Change: A Beginner's Guide to the United Nations Framework Convention and its Kyoto Protocol* prepared by UNFCCC and UNEP, as well as the climate change information kit and the UNEP *Vital Climate Graphics*. Among others are the UNITAR CC:Train CD ROM and the Article 6 information clearing house prepared by the secretariat in cooperation with the Netherlands for the COP 6 outreach website (http://www.climatechange2000.org). Complementary to these information products produced at the international level, several Parties have produced interesting material for the national context. For example, Honduras has produced the climate change school textbook, while the Netherlands has prepared the course book, *Government Communications and Public Information*. Also shared with the participants at a side event and with the secretariat was the Climate Change Information Kit for States and Local Government prepared by the United States Environmental Protection Agency. Equally interesting are the reporting services of the International Institute for Sustainable Development, in particular its *Earth Negotiations Bulletin*, which provides regular summaries of daily discussions at meetings.

22. Concerning the designation of a day to be observed as a United Nations Climate Change Day, a consensus view did not emerge from the submissions received from the Parties. The secretariat has determined that it is possible for the Conference of the Parties to request the United Nations General Assembly to designate a day to be observed globally as United Nations Climate Change Day; however, the celebration of such a day would require significant resources at the international level for effective planning and publicity. Another option could be to create climate change awareness days at the national level as part of national public information campaigns.

23. Alternatively, climate change could be made the main theme on the World Environment Day (June 5), in any given year, or be incorporated as an area of focus in one of the 41 annual days already observed within the United Nations system, such as the International Day for Biological Diversity (May 22), World Day to Combat Desertification and Drought (June 17), or the International Day for the Preservation of the Ozone Layer (September 16). This approach would build upon existing commitments of resources and would increase information exchange on climate change between different sectors of society.

IV. OPTIONS

24. While proposals have been made on how to promote the implementation of Article 6, further work may be needed by Parties to prioritize their needs in order to develop a corresponding work programme for the SBSTA to address them.

25. Parties might wish to request the secretariat, resources permitting, to organize a workshop through which needs can be prioritized and elements of a programme of work defined. The workshop could also review how Parties might better integrate the reporting of Article 6 within the national communications by Parties.

26. Several United Nations organizations have significant experience and capability to contribute to the implementation of Article 6, among them the United Nations Environment Programme (UNEP) and the United Nations Institute for Training and Research (UNITAR). Other intergovernmental and regional organizations, as well as many NGOs, work in areas relating to public awareness.

27. Parties might wish to request the secretariat, resources permitting, to continue to compile the lessons learned, best practices and information products prepared by Parties as well as United Nations agencies, IGOs and NGOs on a clearing house web site similar to that developed for COP 6 (www.climatechange2000.org).

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Note by the secretariat

Addendum

This note is an addendum to the document FCCC/SBSTA/2001/6 on Article 6: Education, training and public awareness including proposals and options on how to integrate Article 6 into the work programme of the Subsidiary Body for Scientific and Technological Advice. It contains additional supporting information on definitions and types of comments received from Parties, intergovernmental organizations and non-governmental organizations classified in categories of needs, as referred to in document FCCC/SBSTA/2001/6, paragraphs 18, 19 and 21.

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Needs relating to UNFCCC Article 6 on education, training and public awareness.

Needs[1]	Submissions from Parties[2]					Side Events												CGE workshops		
						SB 12[5]				SB 13						COP 6[11]				
							UN/NGOs			Country Cases[8]			NGOs							
	EU	UZ	CH	US[3]	KE[4]	NL[6]	UNEP[7]	UNITAR	IUCN	HN	SV	FR	IN[9]	Africa[10]	Europe[10]	SIDSNet	UNEP(GRID)	LAC[12]	Africa[13]	Asia[14]
Information sharing	x	x	x	x	x	x			x			x		x	x	x		x	x	x
Public awareness of c.c.[15]	x	x		x	x	x				x	x	x					x	x	x	x
Public participation				x	x	x				x	x		x	x	x	x		x	x	x
Web site				x		x	x	x	x							x	x		x	x
Education		x		x	x					x		x	x					x	x	x
Information products		x	x			x	x	x					x				x			x
Development of comm.[16] plan				x	x		x		x				x			x		x		x
Public access to c.c. info.[17]	x				x	x				x			x			x	x			x
Training	x				x	x		x		x	x		x			x				
Info. in local languages	x	x	x			x				x										x
Funding		x			x						x									x
Data harmonization										x						x				x

Footnotes

[1] See Annex for explanation of the categories of need.

[2] Submissions from the Parties were (FCCC/SBSTA/1999/MISC.1) EU = from Austria on behalf of the European Union, UZ = Uzbekistan, CH = Switzerland and (FCCC/SBSTA/2000/MISC.3) US = United States, KE = Kenya.Note: three Parties, KE, NL and US contributed more than once. In these cases their inputs are combined in one column. See footnotes 3, 4 and 6.

[3] US refers to data from submission and from side event at SB 12.

[4] Kenya refers to data from submission and from side event at SB 12.

[5] US and KE findings are reflected in US and KE columns of "Submissions from Parties"

[6] NL = The Netherlands, refers to data from SB 12 and COP 6 side events.

[7] UNEP - Information Unit for Conventions.

[8] Country Cases: HN = Honduras, SV = El Salvador, FR = France.

[9] IN = India, the NGO from India is the Tata Energy Research Institute.

[10] The NGO from Switzerland is the Fondation du Devenir, which shared its experience working in Africa and Europe.

[11] Data from presentation by the Netherlands at the side event is included in SB 12.

[12] FCCC/SBI/2000/INF.4 Report of the first regional workshop of the Consultative Group of Experts on national communications from non-Annex I Parties of the Latin American and the Caribbean Region. LAC = Latin America and the Caribbean Region.

[13] FCCC/SBI/2000/INF.9 Report of the first regional workshop of the Consultative Group of Experts on national communications from non-Annex I Parties of the African Region.

[14] FCCC/SBI/2000/INF.10 Report of the first regional workshop of the Consultative Group of Experts on national communications from non-Annex I Parties of the Asian Region.

[15] c.c = climate change.

[16] comm = communications.

[17] Info = information.

Annex

Explanatory annex to table: Definitions and types of comments reflected in categories of needs

Comments extracted from the sources given in the table have been classified into the following categories and are presented in regular print; *new comments received at SBSTA 14 are presented in italics*.

1. **Need for information sharing**: Refers to the need to share information on themes relating to Article 6. Such information could be found in a range of sources, including but not limited to: national communications, web sites, contacts between focal points/Parties/United Nations agencies/IGOs/NGOs/others.

   Types of comments made:

   - Need for information sharing between focal points;
   - Need for public awareness as a component in national communications;
   - Need for a directory of national communications country coordinators;
   - Sharing of material will raise international cooperation;
   - Secretariat could usefully draw attention to good practice [in public awareness area] as reported in the national communications;
   - *UN institutions, including UNITAR, UNESCO, UNEP, UNCTAD, WMO, FAO, WHO, UNDP as well as relevant NGOs should be invited to report on their activities relating to Article 6 and to suggest ways of developing and/or improving, in consultation with the IPCC, school curricula, training programmes and educational materials from basic school to university level, in more than the six United Nations languages*

2. **Public awareness of climate change**: Refers to impact of activities to educate the public about issues surrounding climate change.

   Types of comments made:

   - Need to support vulnerability and adaptation;
   - Need to keep up to date on current global climate change issues;
   - Need to give attention to climate change education and outreach programmes;
   - Inadequate tools for information dissemination;
   - Lack of public awareness hinders government efforts to comply with commitments;
   - Necessity of ensuring that the public is made fully aware of and, can understand and support, actions that have to be taken, even when they involve personal cost;
   - Distribution of available information (including popularization of IPCC reports);
   - Government authorities under impression that climate change is a topic for meteorologists. . . it is therefore necessary to begin awareness programmes at the highest level in government;
   - Need for national climate change outreach programme;
   - Climate change issues should be highlighted as a theme of annual days observed within the United Nations system;

- Public attention should be focused on climate change issues through the creation of a climate change day;
- Citizens must be fully informed about causes and impacts of climate change, their own responsibilities and about the ways in which they can themselves contribute to the mitigation of climate change, especially by changing consumption and production patterns for the long term;
- At grassroots level, in the developing world, they are unaware of climate change; resources should be given to the UNFCCC to enable it move forward in this effort to increase awareness;
- People are confused; in my country they think of climate change as an "ozone" issue;
- Public awareness is of strategic importance so that climate change issues are made relevant to different *sectors and become a priority on the national agenda*.

3. **Public participation**: Refers to the process by which the public, decision makers and affected/stakeholder groups share their knowledge, experience and opinions in order to develop decisions, plans and policies. It is a two-way communications process by which the public/stakeholder groups become involved in order to deal with conditions that affect them directly and in order to make a difference in the implementation of the Convention at the community and national levels.

   Types of comments made:

- To initiate and propose solutions to climate change;
- To be proactive in meeting obligations under Convention, especially national communications;
- Need stakeholder participation (in general and/or to support vulnerability and adaptation strategies or to support GHG abatement);
- Poor coordination among stakeholders;
- National committee on climate change helps to guarantee sustainability and is important to ensure continuity of work on vulnerability assessment and implementation of adaptation strategies;
- Multidisciplinary teams need to be established to conduct vulnerability and adaptation studies focused on a cross-sectoral assessment;
- Enhancement of public awareness with respect to GHG abatement and encouraging involvement of key stakeholders in the development and implementation of such options;
- In order to build national support for climate change and strategies for vulnerability and adaptation, there is a need to encourage the participation of main stakeholders;
- Need for the involvement of key stakeholders in the development and implementation of GHG abatement measures.

4. **Develop web sites**: Refers to the need to disseminate, to share and to have access to information on the Internet.

   Types of comments made:

- On national climate change;

- With information resources,
- Relating to greenhouse gas inventories,
- In French language,
- Increased use of Internet technologies;
- Need help to prepare a national web site;
- Need help with how to find information on the web site;
- Regional support needed, especially to less developed countries, to create, develop and maintain national web sites;
- Secretariat could develop educative web pages on climate change issues including policies and *measures*.

5. **Education:** Refers to the need to integrate issues of climate change into formal and informal education systems.

Types of comments made:

- Strengthen support in preparation of national action plans in education that encourage the Introduction of climate change topics into the formal and informal education systems (LAC region);
- Inadequacy of national programmes of education, training and public awareness relating to climate change for the entire citizenry, including academia, research institutions, policy makers, policy practitioners, media practitioners, industrial practitioners, spheres of formal and/or informal education, non-governmental organizations, and community-based organizations (Africa region);
- Education should be encouraged in national education and research curricula;
- Climate change issues are not adequately incorporated into formal educational curricula at the primary, secondary and tertiary levels, for most Parties (Asia region);
- There is a lack of institutions and/or a lack of capacity within existing institutions to carry out research and training on climate change issues to satisfy the reporting requirements of Parties and also to improve understanding of local and regional climate changes and impacts (Asia region);
- In developing curricula for a stand-alone course on climate change, targeted at officers of the Government and NGOs, have encountered great difficulty in obtaining resource and reference material within the country – therefore looks forward to assistance from other academics and NGOs in order to receive suitable course material;
- School children have science of climate change rather than policy issues addressed on modest basis due to limited resources – could be conducted more effectively if supplemented with slide and video programmes;
- Need to adapt existing training material to conform to existing national education programmes;
- Need regular international workshops on education issues;
- Regarding school curricula, countries should be helped to have climate change issues incorporated;
- Need demonstrative projects that address how to integrate research within school curricula so as to affect decisions at household level (gave example of high schools in Honduras experimenting with organic agriculture, slope agriculture, weather watching);

- Climate change *should be considered to be one aspect of environmental education.*

6. **Need for information products**: Refers to the need for access to information products that have been designed for use in public awareness campaigns dealing with the theme of climate change. Products such as studies or educational course material on climate change issues were also included. Such products may have been developed by Parties/United Nations agencies/IGOs/NGOs/other sources.

   Types of comments made:

- Copyright-free information materials needed;
- The COP should designate a resource centre (such as a specialized United Nations agency or IGO) with the task of collecting and making available copyright-free materials;
- Secretariat should request UNEP to produce awareness and training materials including video cassettes, manuals, posters on climate change, for dissemination on a free basis to developing countries;
- Lack studies/assessment on climate change;
- Many channels, including print, television, radio advertisements and the Internet should be used to increase public awareness of climate change and of what different groups are contributing to address climate change *including government, NGOs and others.*

7. **Development of communication plans**: Refers to those needs which seem to suggest that assistance/training is required on how to plan communication activities. The steps in the communication planning process range from analysing the problem to identifying target groups and communication objectives, determining messages and the distribution channels (print/electronic media), and evaluating impact.

   Types of comments made:

- Increased awareness on the part of various targets (the public, stakeholders, decision makers) of climate change policy options;
- Aim at targeted public awareness;
- Need national outreach programmes that will address specific target audiences;
- Lack of public awareness of climate change issues;
- Low level of awareness held by public/decision makers/stakeholders;
- Insufficient expertise to assess public awareness needs relating to climate change;
- Inadequate information dissemination capacity;
- Poor coordination among stakeholders;
- Regarding vulnerability and adaptation, need plans in areas of public awareness, education and training;
- There is a lack of ability in technical personnel to convey clear and concise information on climate change issues to policy makers;
- Lack capacity to integrate climate change concerns into the national planning process on sustainable development;

- To enhance sustainability of climate change projects, need to institutionalize public awareness programmes by demonstrating concrete ways in which awareness-raising activities will contribute to actual greenhouse gas emission reduction;
- Focal points should be enabled to establish national outreach programmes on climate change by identifying messages, channels, resources, media strategy and parties that promote effective responses to climate change;
- Must be able to demonstrate nationally how to build public awareness programmes on climate change and translate the increased awareness into actual ground action . . . the contribution of awareness to effective behavioural change will take longer to realize (long after the end of projects);
- Include *youth as a target group*.

8. **Public access to information on climate change**: Refers to the need to ensure that the public may seek access to information, and that existing information on climate change issues is available.

Types of comments made:

- Work should start on making this information (from the IPCC and UNFCCC process) flow to the public;
- Repackage the IPCC Third Assessment Report in a form understandable to the general public;
- Need for open assessment of progress in national communications;
- Lack of public awareness hinders full participation and support of public in formulation and implementation activities and programmes, including reporting requirements concerning national communications;
- Broadly *disseminate popularized versions of the IPCC assessment reports in more languages than the official languages of the United Nations*.

9. **Training**: Refers to the need for activities to enhance the capacity of individuals to carry out programmes and activities, and in particular the need to provide training in communications and public information.

Types of comments made:

- More accessibility needed in rural areas;
- How to find information on the web and quicker ways of accessing information with a slower computer;
- The focal point should be enabled to collect, adapt, repackage and disseminate climate change materials promoting adaptation to and mitigation of, climate change;
- Needed mostly in urban areas (Kenya);
- Need training on climate change, biodiversity, desertification and linkages;
- The secretariat should explore the opportunities for staff exchange or support for personnel to train experts and teachers in the field;
- The strengthening of *national institutions;*

- Consider *workshops for specific target groups on how they can work with their members to increase public participation and public awareness.*

10. **Documents and information products in local languages**: Refers to the need to have information and/or documents on climate change available in many languages, not only the six official languages of the United Nations.

Types of comments made:

- Provide funds to translate available information into local languages/dialects;
- The European Union is in favour of case-by-case decisions on specific needs (for translation) of additional documents;
- Excerpts or popular versions of IPCC assessments should be disseminated in languages other than the six official languages of the United Nations;
- Translated versions of information into Arabic are required;
- Require *information that is easy to understand and translated into local languages/dialects.*

11. **Funding needed**: Refers to the need for financial resources.

General comments:

- A general comment on lack of funds in any area/for any need; lack of hardware and/or software for networking facilities for exchange of information;
- Inadequate funding for awareness creation projects;
- Inadequate funding for translation of information products;
- National communications can address the issue of Article 6, but in the absence of resources Article *6 will be difficult to implement.*

Comments relating to the GEF:

- The GEF does not provide sufficient funds for public awareness activities;
- GEF-supported climate change projects rarely provide funding for awareness building.

12. **Explore options for data harmonization**: Refers to the mechanism through which climate change issues and indicators of climate change are reported upon.

Types of comments made:

- Improve (regulatory) framework of reporting system on climate change issues;
- The secretariat can explore opportunities relating to the setting up of joint programmes so that courses, training, programmes and qualifications about scientific and technical aspects of emissions *inventories can be established.*

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Item 9 of the provisional agenda

ACTIVITIES IMPLEMENTED JOINTLY UNDER THE PILOT PHASE

Fifth synthesis report on activities implemented jointly under the pilot phase

Note by the secretariat

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I. INTRODUCTION

A. Mandate

1. At its first session, the Conference of the Parties (COP) decided to consider annually a synthesis report on the pilot phase of activities implemented jointly (AIJ) to be prepared by the Subsidiary Body for Implementation (SBI) and the Subsidiary Body for Scientific and Technological Advice (SBSTA), with the assistance of the secretariat (decision 5/CP.1).[1]

B. Scope of the note

2. This document contains the fifth synthesis report on activities implemented jointly under the pilot phase. It provides a synthesis of the most recent information available for 152 AIJ project activities, among them twelve new ones. In accordance with the provisions on frequency of reporting defined in the reporting framework of AIJ under the pilot phase, reports can be submitted at any time, but the Conference of the Parties annually sets a deadline for the submission of information to be considered in the synthesis report for its subsequent session. For this report the deadline was 15 June 2001, as indicated in the draft decision on activities implemented jointly under the pilot phase contained in document FCCC/CP/2001/2/Add.5.[2]

C. Possible action by the subsidiary bodies

3. At the fifteenth session of the SBSTA, Parties may wish:

(a) To take note of the fifth synthesis report;

(b) To prepare a draft decision for the COP and forward it, through the SBI, if appropriate, to the COP.

II. FINDINGS

4. The **number of AIJ project activities and Parties involved in AIJ** continued to increase from the year 2000 to the year 2001. By 15 June 2001, information was available on a total of 152 AIJ project activities which represents approximately an 8 per cent increase over the year 2001.[3] Ten of the twelve new project activities were hosted by Parties not included in Annex I to the Convention (non-Annex I Parties) and two project activities were hosted by Parties with economies in transition (EITs). A quarter of the Parties to the Convention are engaged in the AIJ pilot phase. Four additional non-Annex I Parties have joined those hosting projects and the number of investing Parties increased from eleven to twelve, bringing the total to 53 Parties. Non-Annex I Parties now represent over 70 per cent of all host Parties (see annex, figure 1).

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[1] FCCC/CP/1995/7/Add.1.

[2] All activities are reported jointly as accepted, approved or endorsed by the relevant designated national authorities including proof, under official letterhead, of concurrence, approval, acceptance or endorsement of the information by all other Parties involved.

[3] The detailed list of projects with links to the respective reports is available on the UNFCCC CC:INFO/AIJ web site (http://www.unfccc.int/issues/aij.html).

5. The **distribution of project activities between Annex I and non-Annex I host Parties**[4] continued to change gradually in favour of the latter, although EITs still account for 56 (59)[5] per cent.[6] There has been a slight change in **distribution amongst the three regional groups within non-Annex I Parties** as the number of projects increased from 37 to 39: there has been a decrease in the share of AIJ project activities in the Latin America and Caribbean (LAC) region (58 (64) per cent), while the Asia and Pacific region (28 (25) per cent) and Africa (13 (11) per cent) raised their share as compared to the year 2000 (see annex, figure 2).

6. Project activities remain unevenly distributed **within regions**. Of the 85 AIJ projects carried out in Annex I Parties, more than half continue to be concentrated in two EIT countries, namely in Latvia (25) and in Estonia (21). In the LAC region, Costa Rica leads with nine project activities followed by Mexico and Bolivia (five each). In Africa and the Asia and Pacific regions, no Party hosts more than two project activities.[7]

7. Regarding **types of AIJ project activities,** the trend towards energy-related project activities was reinforced through the addition of four new project activities in renewable energy, three in energy efficiency, two in fugitive gas capture and one in fuel switching. In comparision, only two new afforestation project activities were added.[8] With the recent addition of nine non-forestry projects in non-Annex I host Parties, the **geographic distribution by type of activity** is becoming more balanced. It may be noted however, that almost all forestry projects are located in non-Annex I Parties (see annex, figure 3).

8. The number of **host Parties gathering a variety of experience,** i.e. with more than one project activity, is increasing.[9] For the first time, project activities were reported which involve more than one investor Party: Indonesia and Jordan both host a project activity in which companies from different Annex I Parties are engaged.

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[4] In analysing the distribution of projects, it should be borne in mind that a significant number (55) of small activities of a similar type are being carried out in three EIT host Parties. These projects are in the areas of energy efficiency (mainly improvement of municipal district heating systems) and renewable energy (conversion to bio-fuel boilers). These projects are small in terms of investment and greenhouse gas (GHG) impact; other project hosts and investors have clustered such activities and reported them in an aggregated manner as one project.

[5] Figures in parentheses represent values for the year 2000.

[6] In 1997 the share of EITs was 70 per cent of all AIJ project activities.

[7] Within the LAC region, Costa Rica hosts nine projects, Mexico and Bolivia have five and Chile and Honduras four (three) activities each. Guatemala hosts three (two), and Argentina, Belize and Ecuador two projects each. El Salvador, Nicaragua and Panama have one project each. In the Asia and Pacific region, project activities are distributed as follows: Bhutan, Fiji, India, Jordan, Sri Lanka and Thailand host one each, Solomon Islands and Viet Nam host two and China and Indonesia four project activities each. In the African region, Burkina Faso, Equatorial Guinea, Mali, Mauritania, Morocco and Zimbabwe host one each and Mauritius and South Africa two projects each.

[8] Distribution by type: 61 (58) in energy efficiency; 53 (49) in renewable energy; nine (seven) in fugitive gas capture; ten (nine) in fuel switching; two (two) in agriculture; four (two) in afforestation; and 13 (12) in forest preservation or restoration or in reforestation.

[9] One EIT Party is gathering experience with five different types of activities, four (three) hosts in the LAC region have four different project types each, while three (two) EIT countries and one (no) ASP country is gaining experience with three different project types. Thirteen hosts are involved in two project types each. The remaining 19 (17) hosts have just one type of activity.

9. If the type of activity is related to the share of estimated **GHG emissions reduced or sequestered** [10] (in CO_2 equivalent), the growing importance of non forest-related project activities has been confirmed: from 35 per cent in 1999 to 65 per cent in the year 2001. Over the last year, however, this is largely due to the addition of one single fugitive gas project which in itself represents 16 per cent of the total (see annex, figure 4).

10. Regarding the **real, measurable and long-term environmental benefits related to climate change that would not have occurred in the absence of the AIJ project activity**, the **general** level of reporting has improved as experience has grown. However, no significant advancements in the elaboration of baselines and additionality criteria were introduced as compared to last year. Most reports contain brief descriptions of project baselines but no actual data sets. Some Parties used baselines, such as for energy efficiency projects which assume no change in the pattern of energy consumption over the lifetime of the activity. Other Parties foresaw a continuation of present trends, for example declining carbon stocks and the prevalence of unsustainable energy consumption patterns. In some cases, assumptions imply that there would be no technological advance or energy efficiency improvements in the absence of an AIJ project activity.

11. Most reports state that local and/or national organizations are responsible for the majority of the AIJ data collection and related monitoring activities during the operational phase of projects. Responsibilities for carrying out measurements were generally assigned to national and municipal institutions and, in some cases, to private organizations of the host country. For the first time, the reporting on a few energy efficiency and fuel switching projects incorporated an evaluation of projected and real emission reduction levels by a third party certification company and a technical support company. These companies reviewed projected and real values of some of the project activities involving Sweden and Lithuania. While other experiences with third party private sector verification of AIJ activities are known to exist, the Parties involved have not reported on this experience in the context of the AIJ pilot phase.[11]

12. In **reporting** on new AIJ project activities, Parties used, with a few exceptions, the URF adopted by the SBSTA at its fifth session.[12] In one case, the draft revised URF[13] was used. The experience with reporting suggests that brief guidelines accompanying the URF would facilitate its completion and subsequent analyses.

13. With regard to the **financial status**, reports generally lack information which would allow comparisons. For two thirds of project activities, sufficient secured financial resources are reported. The share of the investment flow from the private sector increased moderately in comparison to that from public sources. Public funding includes sources from investing Parties

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[10] Information is available for 139 (127) AIJ project activities. No data is available from thirteen project activities in the following areas: afforestation (one), energy efficiency (eight), fuel switching (three) and fugitive gas capture (one).

[11] A presentation on the verification of the Norway-Mexico AIJ project High Efficiency Lighting (ILUMEX) is available (see "Technical Workshop on the Mechanisms under Articles 6, 12 and 17 of the Kyoto Protocol - Compendium of Presentations", tenth sessions of the subsidiary bodies).

[12] FCCC/SBSTA/1997/4.

[13] FCCC/SB/2000/6/Add.1.

and/or host Party contributions. Private sector sources are mainly from companies operating in the energy sector.

14. No new **national AIJ programmes** were reported. One Party provided an update on activities covered in earlier reports. Detailed information on some of these programme reports is available in electronic format on the UNFCCC web site.[14]

15. For the following sections of the URF, no new information was provided, and reference is made to the findings contained in the previous synthesis reports: cost information, to the extent possible (A.4); mutually agreed assessment procedures (A.5); compatibility with, and supportiveness of, national economic development and socio-economic and environment priorities and strategies (C); benefits derived from the AIJ project (D); capacity-building, transfer of environmentally sound technology and know-how (G); and additional comments (H).

16. The conclusions regarding **capacity-building and transfer of knowledge** further confirm the findings reflected in the review of the AIJ pilot phase,[15] namely that over the last two years most of the capacity-building efforts have aimed not only at AIJ but mainly at facilitating the participation of host Parties in the clean development mechanism and in Article 6 projects under the Kyoto Protocol. Capacity-building was done through workshops, meetings and the exchange of information.

17. In conclusion, Parties which set up an AIJ unit appear to be more successful in attracting financial resources and in ensuring their utilization in priority areas of national development. Furthermore, the increase from 140 to 152 project activities and from 48 to 53 Parties is providing ever greater opportunities for capacity-building through "learning-by-doing" with regard to, *inter alia*, the complexities in setting baselines, the management of AIJ project activities and national institutional processes.

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[14] http://www.unfccc.int/issues/aij.html.
[15] FCCC/SB/1999/5, part one, section II B.

Annex

Figure 1. Regional distribution of AIJ host Parties, 1997-2001
(Number of host Parties)

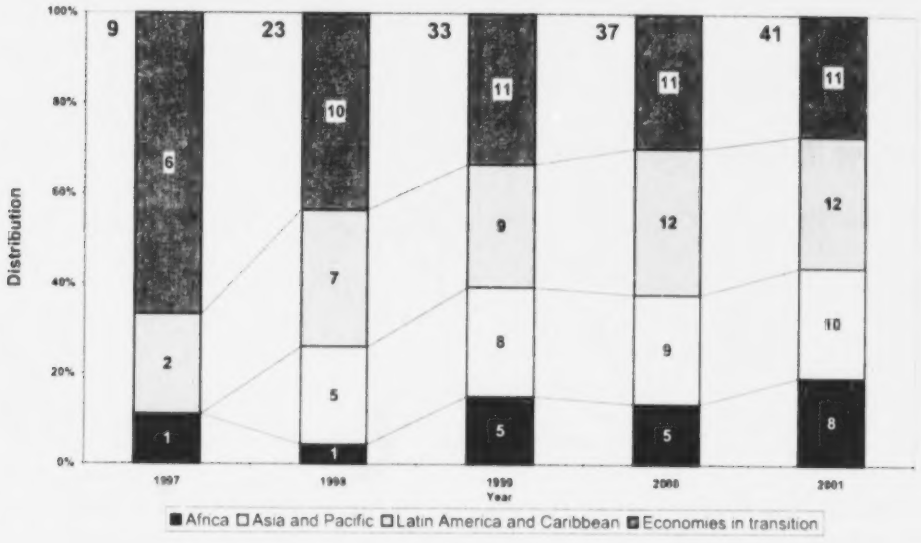


Figure 2. Regional distribution of AIJ project activities, 1997-2001
(Number of project activities)

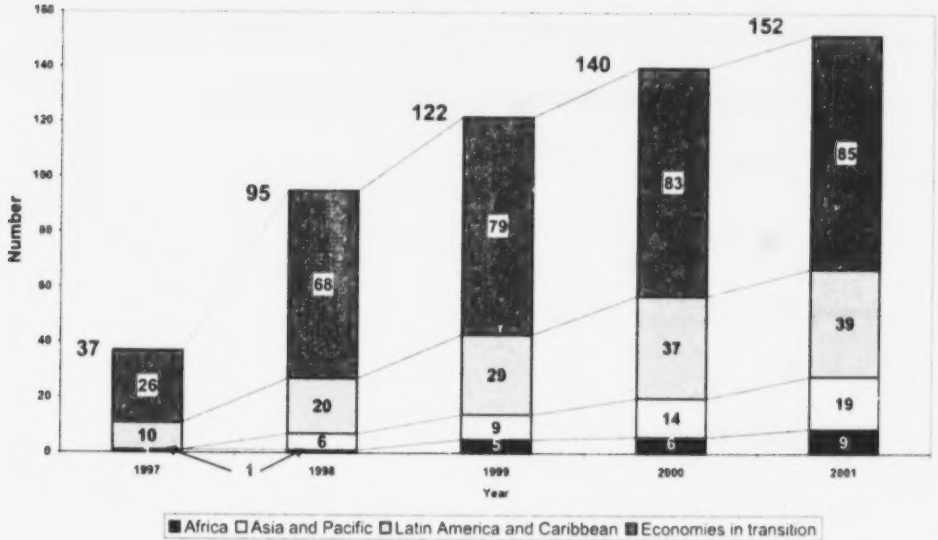


Figure 3. Regional distribution of AIJ project activities by type, 2001
(As a percentage of the total of 152 project activities)

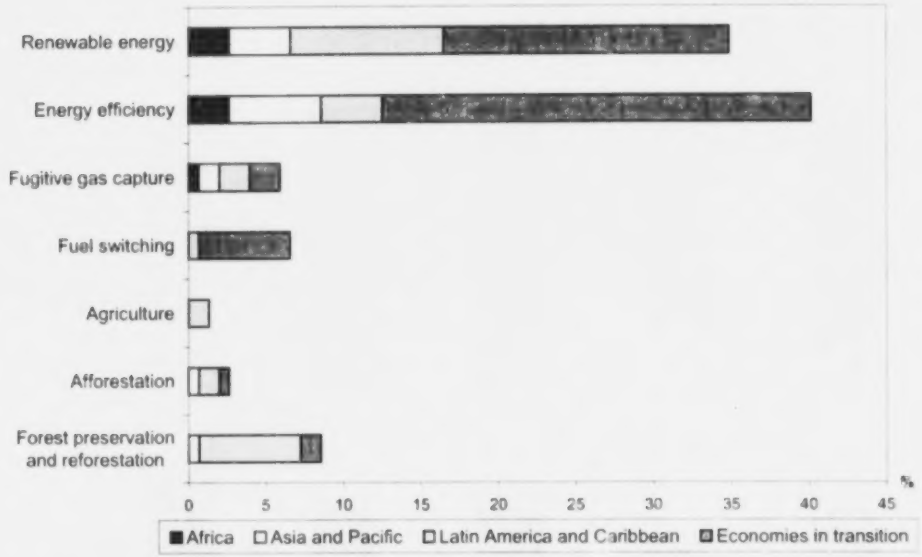
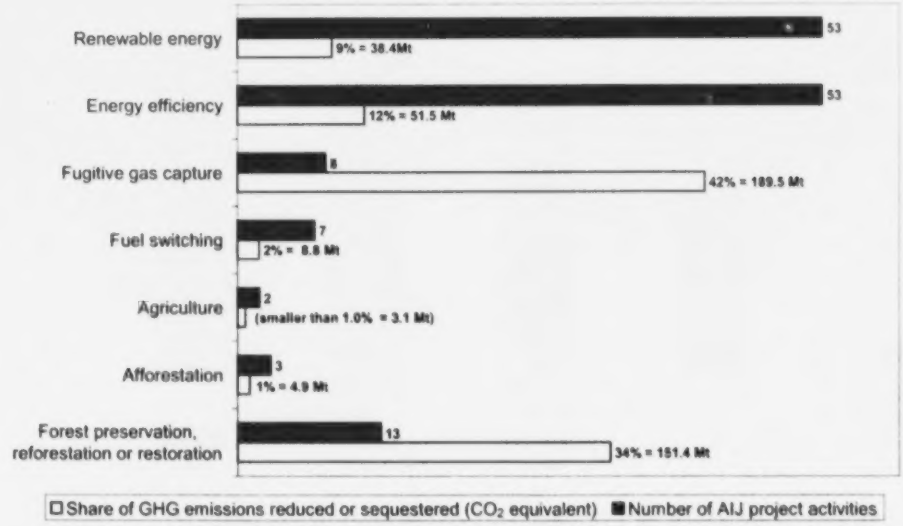


Figure 4. Number of AIJ project activities and GHG emissions reduced or sequestered by type, 2001
(As a percentage of the GHG emissions reduced or sequestered by 139 project activities for which data is available)



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